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|  | **English** | Framework 2017/18 | **Class 4** |
|  | Autumn Term | Spring Term | Summer Term |
| **Content** | **Non-Fiction: Recounts**  **Organises paragraphs around a theme (KPI-W)**  **Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)**  **Retrieves and records information from non-fiction (KPI-R)**  **Identifies main ideas drawn from more than one paragraph and summarises these (KPI-R)**  Current newspaper articles   * Identify words and phrases that play with our emotions * Identify the 5W’s * Retrieve information from a newspaper article * Identify the features of a newspaper article   Grandad and The Laundry Basket (found on Literacy Framework web site)  **Predicts what might happen from details stated and implied (KPI-R)**   * Give opinions on film * Create timeline of events * Make notes from the point of view of a given character * Create freeze frames * Discover other people views and ideas about the family * Create a headline and newspaper article   **Book Study Unit: The Power of Reading**  *Books: The Miraculous Journey of Edward Tulane by Kate DiCamillo*  Please refer to the Power of Reading scheme for this unit’s planning  **Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifies inferences with evidence (KPI-R)**  **Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)**  **Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context (KPI-R)**  **Identifies main ideas drawn from more than one paragraph and summarises these (KPI-R)**  **In narratives, creates settings, characters and plot (KPI-W)**  **Organises paragraphs around a theme (KPI-W)**   * Explore illustrations linked to the text and use to predict the plot and character information * Role on the wall for different characters * Hot seating as main characters * Write in role as the main character and Rosie * Write poetry based on a character’s actions and feelings * Retell the story and compare to other stories with familiar and imaginative settings * Rewrite part of the story as a play script and perform in groups * Create detailed story map of plot so far * Summarise the story and journey of the characters * Consider the relationship of two characters using poetry, music and song writing     **Poetry**  *Books:The Beach by W Heart-Smith, Charlotte’s Dog by Kit Wright*  **Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)**  ***Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas***  ***Participate in discussions, presentations, performances, role play, improvisations and debates***  ***Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action***   * Listen to and read a variety of poetry * Create images from listening to a poem * Use similes to create images * Write a poem using similes * Perform poem | **Non-Fiction: Persuasive Texts**  **Retrieves and records information from non-fiction (KPI-R)**  Paper adverts   * Look at a variety of paper based adverts * Discuss the purpose of the text – how do they make the reader feel?   Television Commercials   * Are they effective? * What could be changed to make them feel more persuasive?   Horrible Histories   * Watch an episode and pick out the features that would be included in a trailer to persuade people to watch * Create a story board for trailer * Create trailer – perform and evaluate   Film Trailers   * Variety of film trailers * Children to identify how it makes them. Do they want to see the film?   **Book Study Unit: The Power of Reading**  *Books: Varjak Paw by SF Said*  Please refer to the Power of Reading scheme for this unit’s planning  **Uses inverted commas and other punctuation to indicate direct speech (KPI-W)**  **Identifies themes and conventions in a wide range of books (KPI-R)**  **Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifies inferences with evidence (KPI-R)**  ***Adopt, create and sustain a range of roles***   * Discussing texts aloud and justifying opinions with evidence from the text * Predict events in the story * Empathise with characters in a text and infer their motives and actions * Write a first hand recount as a character * Describe specific scenes in a book * Compose sense poems * Write a newspaper report about events in the story * Write own narrative based on the plot   **Poetry: Exploring form**  **Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)**  ***Participate in discussions, presentations, performances, role play, improvisations and debates***   * Read poems (haiku and cinquain) * Discuss how spoken rhythm can bring poem to life * Perform chosen poems * Record and evaluate performance * Take photograph that is linked to chosen poem * Manipulate the picture to gain chosen effect * Add a soundtrack to the poem | **Explanation Texts**  **Retrieves and records information from non-fiction (KPI-R)**  **Proof-reads for spelling and punctuation errors (KPI-W)**  **Identifies main ideas drawn from more than one paragraph and summarises these (KPI-R)**  ***Recognises the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as a numbering and headings in instructions.***  A variety of explanation texts   * Read a variety of texts * Identify the main structural and linguistic features * Look at sequencing and text reconstruction * Explain situations using role play   The Shirt Machine by Jon Davis   * Express thoughts and opinions * Through role play explore different aspects of the story / film * Look at still images to explain the workings of the shirt machine * Place workings of machine in to a flow diagram * Create a success criteria for writing * Explain how the shirt machine works   **Book Study Unit:**  *Book: Jemmy Button by Barzelay, Vidali and Uman*  **Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)**  **Classic Poems**  **Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)**  **Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context (KPI-R)**  ***Discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts.***   * Look at examples of classic poems including The Eagle, children to investigate language and layout * Children to write their own versions of the poem, looking at the end pattern * Children to use a self-chosen starting point to write their own version |
| Spelling/  Phonics | **Proof-reads for spelling and punctuation errors (KPI-W)**  ***Spell words that are often misspelt***  Please use the National Curriculum 2014 word list for your spelling tests.   |  | | --- | |  | | **Proof-reads for spelling and punctuation errors (KPI-W)**  **Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (KPI-W)**  Please use the National Curriculum 2014 word list for your spelling tests.   |  | | --- | |  | | **Proof-reads for spelling and punctuation errors (KPI-W)**  Please use the National Curriculum 2014 word list for your spelling tests.   |  | | --- | |  | |
| Handwriting | ***Use joined-up handwriting throughout all independent writing***  ***Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined***  Pen pals Term 1  Units 1-10 | ***Use joined-up handwriting throughout all independent writing***  ***Increase the legibility, consistency and quality of their handwriting***  Pen pals Term 2  Units 11-20 | ***Use joined-up handwriting throughout all independent writing***  ***Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined***  Pen pals Term 3  Units 21-20 |
| Grammar | **Uses dictionaries to check the meaning of words that have been read (KPI-R)**  ***Uses inverted commas and other punctuation to indicate direct speech***  ***Uses Standard English forms for verb inflections instead of local spoken forms.***  ***Develop their understanding of the concepts set out in***  ***English Appendix 2***   |  |  | | --- | --- | | |  | | --- | |  | | | **Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met (KPI-R)**  **Proof-reads for spelling and punctuation errors (KPI-W)**  ***Develop their understanding of the concepts set out in English Appendix 2*** | **Proof-reads for spelling and punctuation errors (KPI-W)**  ***Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition***  ***Uses frontal adverbials***  ***Place the apostrophe in words with regular plurals (eg girls’ boys’) and in words with irregular plurals (eg children’s)***  ***Develop their understanding of the concepts set out in English Appendix 2*** |
| Guided Reading | **Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met (KPI-R)**  **Identifies themes and conventions in a wide range of books (KPI-R)**  **Predicts what might happen from details stated and implied (KPI-R)**  ***Summarise and present a familiar story in their own words***   |  | | --- | |  | | **Reads further exception words, noting the unusual correspondences between spelling sound and where these occur in the word (KPI-R)**  **Retrieves and records information from non-fiction (KPI-R)**  **Predicts what might happen from details stated and implied (KPI-R)**  **Identifies themes and conventions in a wide range of books (KPI-R)**   |  | | --- | |  |  |  | | --- | |  | | **Draws inferences such as inferring characters feelings, thoughts and motives from their actions and justifies inferences with evidence (KPI-R)**  **Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context (KPI-R)**  **Identifies themes and conventions in a wide range of books (KPI-R)**  ***Works out how to read unfamiliar words with increasing automaticity.***   |  | | --- | |  | |
| Class Novel | ***A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.***  ***Develop positive attitudes to reading and understanding of what they read***  The Wolves of Willoughby Chase – J Aiken  Wreck of the Zanzibar – M Morpurgo  Story of Tracey Beaker – J Wilson | ***A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.***  ***Develop positive attitudes to reading and understanding of what they read***  Matilda – R Dahl  The Peppermint Pig – N Bawden  Someday Angeline – L Sacher | ***A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.***  ***Develop positive attitudes to reading and understanding of what they read***  Harry Potter and the Philosophers Stone – JK Rowling  Journey to the River Sea – E Ibbotson  The Tale of Despereaux – Kate DiCamillo |